

**Principal Evaluation to Inform Professional Learning**

<b>Leadership Standards/Functions</b>	<b>Evidence</b> Observation and Artifacts	<b>Professional Learning Opportunities</b> SAI-Standards Assessment Inventory T- Turnaround Leadership Competencies
<b>Vision</b> a. Collaboratively develop/implement mission/goals b. collect/use data to assess effectiveness c. create/implement plans to achieve goals d. promote continued and sustainable improvement e. monitor, evaluate, revise plans	School improvement plan Teacher feedback Meeting agendas School-home communications Posted vision/goals statements Student recognition activities Calendar of events Homework and attendance Presentations to community Development of annual goals Reviews achievement data with staff Implements targeted PD Regularly reviews achievement data Displays of student achievement Discipline plans	SAI- Leadership, Implementation T-Driving for Results, Problem Solving Book-Article Reflection Journal Other:
<b>Learning/Instruction</b> a. culture of collaboration, trust, learning b. comprehensive, rigorous curriculum c. personalized, motivating environment for students d. supervise instruction e. accountability system/monitor progress f. develop instructional leadership and staff capacity g. maximize time for instruction h. promote use of technology i. monitor and evaluate instructional program	Number / % of HE, E, D, IE teachers Review of observation reports Staff survey data Staff memos, agendas, communications In-house staff development PLC's Calendars or monitoring schedule Use of technology by students, staff Ensures teachers are reviewing and using data Meets with IEP teams Assigns low performing students to HE teachers Identifies gaps in achievement by various groups Master schedule facilities: advanced elective and Core course enrollments AP offerings or equivalent Décor reflects diversity of student body	LEA Observation Model and Resources SAI- Data, Learning Design, Outcomes ADE K-12 Standards Offering Instructional Rounds Arizona School Administrator Trainings Other:
<b>Management</b> a. monitor/evaluate the management and operations b. obtain, allocate, align resources c. protect welfare and safety of students and staff d. develop capacity for distributed leadership e. ensure teacher and organizational time is focused on instruction/learning	Staff handbooks Substitute handbook Crisis plans Newsletters Phone or mail logs Required reports- fire, safety etc. Balances differing needs- meetings, activities, etc. Creates a welcoming environment in the office Survey data analyzed/used	SAI- Resources T- Influencing for Results Time Management Support Book-Article Reflection Journal Other:

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<b>Collaboration</b> a. collect data pertinent to the educational environment b. promote understanding and use of cultural, social and intellectual resources c. build and sustain positive relationships with families d. build and sustain positive relationships with community	Meeting agendas School newsletters Site councils/PTA/Booster Clubs Student council involvement Use of community resources Balances differing needs- meetings, activities, etc. Creates a welcoming environment in the office Décor reflects diversity of student body Survey data analyzed/used	SAI- Learning Communities Family Engagement Book-Article Reflection Journal Other:
<b>Professionalism</b> a. ensure system of accountability for every student's success b. model self-awareness, reflective practice, ethical behavior c. safeguard the values of democracy, equity and diversity d. consider moral and legal consequences of decisions e. promote social justice and student needs	Extracurricular assemblies/events/activities Diversity/culture recognition Student handbook Citizenship/civics opportunities Maintain confidentiality Community service School calendar of events Accepts responsibility Responds to challenges/handles dissent Analyze attendance and discipline data Respect and equity issues	TA- Showing Confidence to Lead Climate and Culture Surveys Book-Article Reflection Journal Other:
<b>Education System</b> a. advocate for children, families and caregivers b. act to influence local state and national decisions c. assess, analyze, anticipate and adapt emerging trends	Interprets law, statute, policy Maintains research/trend familiarity Involvement in LEA Sharing info w/PTO/booster, etc. Awareness of Board actions Staff development for teachers Newsletters and other communication Meets with IEP teams Participates in the Title I plan development Advocate for students and learning Professional development for self	Book-Article Reflection Journal Other:
		<b>Leadership Support</b> Principal Mentor/Coaching Principal PLCs Peer Observations